



## Behaviour and Discipline Policy

<b>Approved by:</b>	Governing Body	<b>Date:</b> Dec 2024
<b>Last reviewed on:</b>	September 2024	
<b>Next review due by:</b>	September 2025	

### Rational

At Linton Primary School we pride ourselves in helping our pupils to develop a real sense of respect and responsibility for themselves, others, property and the environment. This is based on our core values of perseverance, resilience, independence, tolerance and teamwork (PRITT), underpinned by the Thrive approach. This is evident by how the children demonstrate an understanding of the rules and conventions of the school, particularly which behaviour is and is not acceptable. As the children progress through the school, we aim to provide teaching and support that will allow them to demonstrate an awareness of, and consideration towards, the needs and feelings of others (empathy & respect) and exercise increasing levels of self-regulation.

Linton Primary School expects the highest standards of behaviour possible within each child's emotional capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-regulation through the integration of personal, social, moral and religious education into the school curriculum and by keeping them safe, making them feel special and meeting their needs. We will help children achieve this by providing clear and consistent boundaries and guidelines for them, demonstrated through the daily actions of adults and peers as role models. The school also recognises the vital role parents/carers play in developing a child's behaviour, we aim to work with parents to empower them to be actively engaged in school life and support their children's learning. It is an expectation of the school that parents work in partnership with staff to help children understand what constitutes good behaviours including engaging with learning and completing homework when set. It is expected that parents intervene when behaviour is inappropriate, but more importantly to help role model positive behaviour in their normal daily actions.

### Through this policy we will aim to:

- promote a positive, caring and supportive whole school ethos based on our core values which foster the contributions of all.
- develop self-esteem and self-regulation.
- promote understanding of and respect for others and a regard for their safety and well-being.
- provide a consistent approach by all adults working in school.
- promote the children's respect of their own and other people's property and the environment.
- foster the schools core values perseverance, resilience, independence, tolerance and teamwork
- help children develop a clear and acceptable view of what is right and wrong.
- promote children's spiritual, moral, social and cultural development throughout their school life.
- promote firm action against all forms of bullying.
- promote firm action against all forms of discrimination against all protected characteristics.
- handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way.

## **Guidelines**

The behaviour and discipline policy of the school depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures.

In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

To provide a level of consistency and understanding for behaviour, the school has clear mantra to support and nurture positive behaviour and emotional health and wellbeing outcomes both inside and outside of the classroom.

### **Mantra for Positive Outcomes:**

**Take care of yourself. Take care of others. Take care of what is around you.**

This mantra is displayed in Linton Primary School to support adults and children in developing the behaviour we strive for and the associated positive outcomes.

When the above fail to happen adults will attune, validate and regulate a child's behaviour.

### **Adults in School**

#### **All staff will:**

- reinforce positive values throughout the curriculum, through delivery of core values, personal, social and health education, citizenship, collective worship and assemblies.
- be responsible for the conduct of children anywhere on the school premises and while supervising them out of school.
- have a responsibility to foster self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust.
- give children increasing opportunities for responsibility within class and school.
- encourage children to feel responsible for their learning, to be capable of success and to reflect on their progress.
- recognise and praise positive actions and contributions (Class Dojo points).
- set high expectations of behaviour which are explained and role modelled to the children.
- present a consistent approach which make expectations clear.
- actively listen to the children; encourage them to reflect upon their actions and possible alternatives.
- all staff are expected to be positive role models.
- establish, reinforce and role model clear and consistent boundaries.
- provide a stimulating school environment, an appropriate curriculum and suitable playground activities and be co-explorers alongside the children.

### **Working with Parents & Carers**

The school has an 'open door' policy for parents with any behaviour concerns in relation to their children, as we believe the relationship between school and home is vital in supporting the development of a child's behaviour and preparing them to be a positive citizen in the future. With this in mind the school's expectations for working with parents/carers in relation to their child are as follows:

- positive home / school liaison and good community links will be promoted.
- parents will be informed of good (via Class Dojo) as well as inappropriate behaviour.
- parents will be involved at an early stage of particular difficulties with individual pupils.
- parents will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- we aim to involve parents in decisions to negate negative behaviour and work with school in developing appropriate and consistent guidelines.

## **Managing Serious Behaviour**

Bullying, harassment and discrimination against any of the protected characteristics are totally unacceptable. All adults in school must be alert to signs of bullying, harassment and discriminatory behaviour and act promptly and firmly against them. We will encourage children to tell staff about the cases of bullying, harassment and discriminatory behaviour of which they are aware. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress.

Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Headteacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. Governing Bodies will inform the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.

Where a child's behaviour at school indicates serious problems, support services (e.g. SEND Support, Thrive etc) will be contacted and liaison between all parties will be maintained, sometimes through an Early Help Assessment (EHA). Individualised behaviour targets are included within a child's Pupil Passport and monitored regularly.

The Thrive approach which emphasises children's emotional wellbeing and mental health is used in school. Our emphasis is on positive behaviour management, early intervention and de-escalation of challenging behaviour. If a child needs to be moved to a place of safety due to them posing a risk to themselves or others, this will be done by trained members of staff. All staff were trained in physical intervention in Nov/Dec 2023 or September 2024 through PANDI Training. If physical intervention is needed a full record of the incident will be completed and parents informed.

## **Rewards and Sanctions**

In order to encourage positive behaviour we use the following rewards and sanctions:

### **Rewards**

We aim to promote positive attitudes to learning and behaviour and award 'Dojo points' which reward children for academic and behavioural achievements. These are collated and transferred to coloured star badges at set totals.

The following rewards will be given out:

- formal and informal praise to an individual
- celebrating praise of an individual with the whole class
- celebrating praise of an individual with the whole school in achievement assembly awarding 'star of the week' for academic achievement and recognition for positive behaviour across all aspects of school life
- sharing good behaviour with parents & carers
- sharing good behaviour with the Headteacher
- 'Dojo Points' and associated rewards
- unconditional regard is given daily to all children.
- access to Golden Time at the end of the week with activities scaled in correlation to % positive behaviour.

### **Sanctions and Consequence**

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below:

- Consequences will reflect the emotional and chronological age of the child and the severity of the incident.
- minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner.
- each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions. Using the Thrive approach, sanctions

may include, the child being removed from the immediate environment, loss of responsibility, loss of free time or limit to the Golden Time activity offered.

- a verbal reminder of non-negotiable behaviours will be given once behaviour has become regulated with the support of an adult. A review will take place to help the child to understand the consequences of their actions.
- making up lost learning time from within social time or at the end of the school day.
- parents will be involved at the earliest possible stage if problems are persistent or recurring.
- major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour. This type of behaviour is dealt with severely and must be referred to the Head teacher. Any such behaviour incident must be logged in the school behaviour records (CPOMS). An internal or external exclusion may be issued for more serious incidents.

### **Review of the Policy**

In developing this policy all staff have been consulted and all staff should be fully aware of its contents and the procedures.

Headteacher: C Hodgson  
Date: December 2024

Chair of Governors: E Wood  
Date: December 2024